



**THE SPEAKING ABILITY OF THE FIFTH GRADE STUDENTS
OF SD N 3 GOLANTEPUS KUDUS IN ACADEMIC YEAR 2013/2014
TAUGHT BY USING *TALKING STICK WITH PICTURES***

**By
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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**



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STUDENTS OF SD N 3 GOLANTEPUS KUDUS IN ACADEMIC
YEAR 2013/2014 TAUGHT BY USING *TALKING STICK WITH
PICTURES***

SKRIPSI

**Presented to the University of Muria Kudus
In a Partial Fulfillment of the Requirements
For Completing the Sarjana Program
In English Education**

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2014

MOTTO AND DEDICATION

MOTTO:

- ♠ If it hurts, don't cry. If you fall, get up. But you must always stand your ground (Green Street Hooligans Film)
- ♠ Sometime we have to go deep inside ourselves to solve problems (Patrick Star)
- ♠ I know my life would not be the same as the others, because my life is my ways

DEDICATION:

This Skripsi dedicated to:

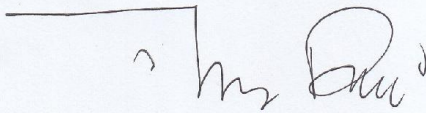
- ♠ Allah SWT the Almighty.
- ♠ His beloved mother who always prays for her success.
- ♠ His beloved friend who always gives support motivation.
- ♠ The English teacher of SD Negeri 3 Golantepus Kudus who give idea and suggestion.

ADVISORS APPROVAL

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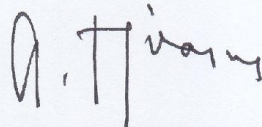
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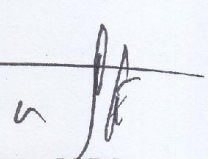
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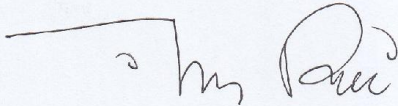



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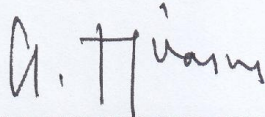
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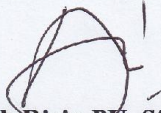
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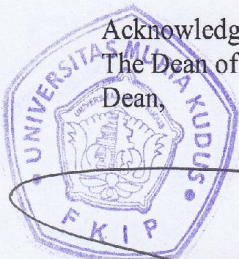
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This skripsi is not merely his own work. It is because of having been greatly improved by some great people who suggested and guided the writer by giving some comments and notes to make it better. Therefore, the writer would like to express his deep gratitude to:

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Finally, in the name of Allah the Most Gracious and Merciful and by the deepest thanks to our God, may Allah always guide us to the best way of our life in the world and here after.

Kudus, August 20th 2014

Anis Lutfil Karim

ABSTRACT

Karim, Anis Lutfil. 2014. *The Speaking Ability of the Fifth Grade OF SD N 3 Golantepus Kudus in Academic Year 2013/2014 Taught by Using Talking Stick with Pictures*. Skripsi: English Education Department, Teacher Training and Education Faculty of Muria Kudus University. Advisors: (1) Drs. Suprihadi, M.Pd., (2) Dr. Achmad Hilal Madjdi, M.Pd.

Key word: Speaking Ability, Talking Stick, Picture

In our daily life now, we find many information in the world in English language. The ability to master English language is very useful for our life. Especially when we communication with foreigner in the world and there are many jobs in the world using English. Speaking skill has important role to the students for communication in the target language. If they want have good speaking skill. . In fact, many teachers have difficult to teach speaking skill to the students.

Talking Stick with Pictures is technique used to facilitate students to dare to express opinions, using the stick is passed from hand to hand in circle with combine picture use to attract them to pay attention to the teaching learning process can be used as a tool to learn the students' speaking ability. In teaching speaking with Talking Stick like game and stick is media. This research has a purpose to find out the answer from the statement of the problem. The purpose of this research is to find out whether there is any significant difference between the speaking ability of the fifth grade students of SD N 3 Golantepus Kudus in academic year 2013/2014 before and after being taught by using *Talking Stick with Pictures*.

This research was a quantitative research which relies on quantitative data based on computation and measurement, operational variables and statistics. The design of this research was the quasi-experimental which was used pre-test and post-test though written test. The subject of the research was the fifth grade students of SD N 3 Golantepus Kudus and the total number of sample is 29. The instrument of this research was oral test

The data analysis shows that before being taught by using *Talking Stick with Pictures*, the minimum score is 36, the maximum score is 76, the mean score is 56,65 and standard deviation is 9,94. It indicates that English speaking ability is categorized as sufficient. Meanwhile, after being taught by using *Talking Stick with Pictures* the minimum score is 48, the maximum score is 88, the mean score is 71,75 and standard deviation is 10,29. It indicates that English speaking ability is categorized as good. The mean of the post test is better than the pretest (71,75>56,65). Therefore, the hypothesis of the research that states that there is a significant difference between the ability of the fifth grade students before and after being taught by using *Talking Stick with Pictures* is confirmed.

Considering the process and results of this research, the researcher suggests that because students still crowded in applying *Talking Stick with picture*, teachers

should control learning and learning in order to keep it running well, teachers should provide motivation to students who are not able to respond so that the students are not just passive in speaking activity and the researcher hopes the next researcher can minimize problems and use technique more creative and innovative technique in teaching learning proces.



ABSTRAKSI

Karim, Anis Lutfil. 2014. *Kemampuan Berbicara Siswa Kelas V SD N 3 Golantepus Kudus Tahun Pelajaran 2013/2014 yang diajar Menggunakan Talking Stick with Pictures* Skripsi. Program Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing: (1) Drs. Supriyadi, M.Pd., (2) Dr. Achmad Hilal Madjdi, M.Pd.

Kata Kunci: Kemampuan Berbicara *Talking Stick*, Gambar

Dalam kehidupan sehari-hari sekarang ini, kita banyak menemukan banyak informasi dalam bahasa inggris. Khususnya saat kita berbicara dengan orang asing yang menggunakan bahasa inggris dan banyak pekerjaan yang sekarang menggunakan bahasa inggris. Kemampuan berbicara berperan penting dalam mencapai target bahasa. Jika kita ingin kemampuan berbicara yang baik. Dalam kenyataan banyak guru yang punya kesulitan dalam mengajar bahasa inggris.

Talking Stick with Pictures adalah teknik yang digunakan untuk memfasilitasi siswa untuk berani mengungkapkan pendapat, menggunakan tongkat dilewatkan dari tangan ke tangan dalam lingkaran dengan menggabungkan penggunaan gambar untuk menarik mereka untuk memperhatikan proses belajar mengajar dapat digunakan sebagai alat untuk mempelajari kemampuan berbicara siswa. Dalam mengajar berbicara dengan *Talking Stick* seperti permainan dan tongkat adalah sebagai medianya. Tujuan penelitian ini adalah: untuk menemukan apakah ada perbedaan yang signifikan antara Kemampuan Berbicara Siswa Kelas V SD N 3 Golantepus Kudus Tahun Pelajaran 2013/2014 yang diajar Menggunakan *Talking Stick with Pictures*.

Ini merupakan penelitian kuantitatif yang mempercayakan pada data kuantitatif dari perhitungan dan pengukuran, variabel operasional dan statistik. Bentuk penelitian ini adalah bentuk penelitian percobaan dengan menggunakan pre-test dan post-test yang menggunakan test menulis. Subjek penelitian ini adalah kelas sebelah di siswa kelas V SD N 3 Golantepus Kudus dan jumlah sampel adalah 29. Instrumen penelitian ini adalah tes lisan.

Analisis data menunjukkan bahwa sebelum diajar menggunakan *Talking Stick with Pictures*, skor terendah adalah 36, skor maksimal 76, rata-rata skor 56,65 dan standar deviasi 9,94. Hal itu mengindikasikan bahwa penguasaan kemampuan bicara bahasa inggris siswa tergolong cukup. sementara setelah diajar menggunakan *Talking Stick with Pictures*, skor terendah adalah 48, skor tertinggi 88, rata-rata skor 71,75, dan standar deviasi 10,29. Hal itu mengindikasikan penguasaan kemampuan bicara bahasa inggris siswa tergolong baik. Rata-rata post tes lebih baik daripada pre-tes ($71,75 > 56,65$). Sementara, hipotesa penelitian yang menyatakan bahwa ada perubahan signifikan antara penguasaan kemampuan bicara bahasa inggris siswa kelas V SD N 3 Golantepus Kudus ajaran 2013/2014 sebelum dan sesudah diajar menggunakan *Talking Stick with Pictures* dikonfirmasi.

Mempertimbangkan dari proses dan hasil penelitian, peneliti memberikan usulan bahwa dalam penerapan *Talking Stick with Pictures*, Guru mengajukan pertanyaan-pertanyaan hanya ditanggapi oleh siswa yang aktif sedang yang lain tidak mampu untuk menjawab. Guru tidak memberikan motivasi kepada siswa yang tidak mampu menanggapi sehingga siswa itu hanya pasif saja. Dalam kenyataanya Hal ini diperlukan untuk peneliti lain melakukan penelitian lebih lanjut dengan berbicara *Talking Stick with Pictures*. Peneliti berharap peneliti selanjutnya dapat meminamialisir masalah ketika menggunakan teknik agar lebih kreatif dan inovatif dalam memilih teknik yang sesuai dalam proses belajar mengajar.



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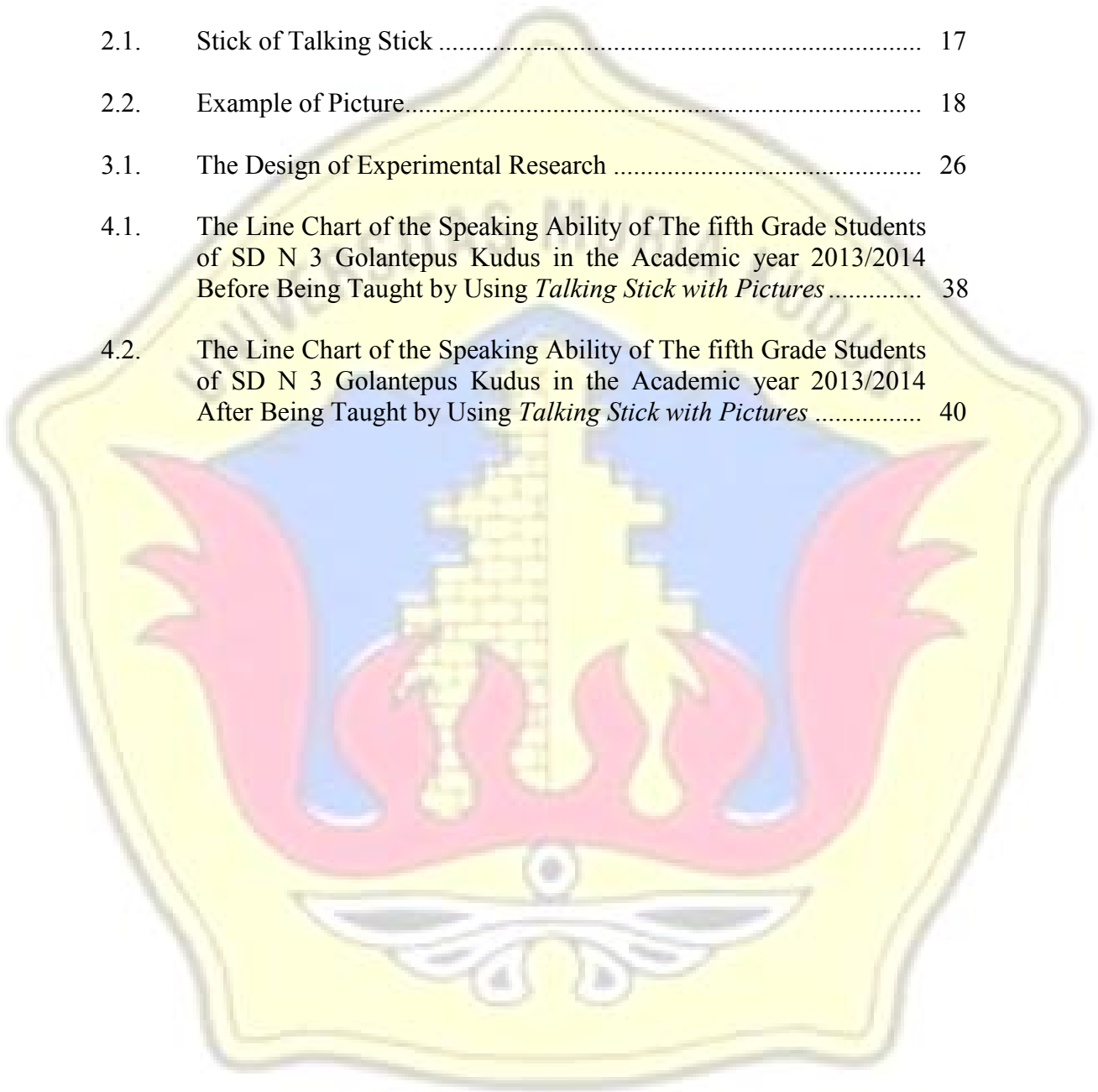
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